DOCUMENT RESUME

ED 105 958 JC 750 352

AUTHOR Koltai, Leslie
TITLE A Perspective for the Future: Community Colleges for the 1980's.
PUB DATE 30 Apr 75
NOTE 26p.; Paper presented at the Research Conference of the California Community and Junior College Association (Pacific Grove, California, April 30, 1975)

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Adjustment (to Environment); Community Colleges; Educational Finance; *Educational Objectives; Educational Planning; *Educational Trends; *Futures (of Society); Humanistic Education; *Junior Colleges; Post Secondary Education; Public Policy; Resource Allocations; Social Values; Trend Analysis

ABSTRACT

In the near future, community colleges must meet the challenges presented by lack of funds, growing government control, uncertain enrollment projections, and potential changes in public policy. Their best defense is to develop an overall strategy for flexibility in the use of funds, assignment of faculty, and utilization of facilities. To achieve this flexibility, they should develop a comprehensive planning system tying together academic, fiscal, and facility resources and should utilize institutional research to answer "What if?" questions. From a philosophical point of view, they must emphasize life-long learning, consider education as an inherently valuable experience, develop new instructional strategies to relate to a diversified student body, recognize the entire community as a place of learning, modify student-teacher relationships so that they become partners in learning, and provide non-cognitive learning experiences. Included charts illustrate the growth and decline of enrollments (1880-2000), percentages of GNP spent on higher education (1960-75), the availability of federal research funds (1960-75), the annual demand for new faculty (1965-90), federal outlays for construction (1960-75), enrollment distribution in higher education, the external factors influencing the share of enrollments at particular kinds of postsecondary institutions, and the ability of various kinds of institutions to adjust to current and potential situations. (DC)

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A PERSPECTIVE FOR THE FUTURE: COMMUNITY COLLEGES FOR THE 1980's

PRESENTED BY

LESLIE KOLTAI, ED.D.
CHANCELLOR
LOS ANGELES COMMUNITY COLLEGE DISTRICT

APRIL 30, 1975
CALIFORNIA COMMUNITY AND JUNIOR
COLLEGE ASSOCIATION
RESEARCH CONFERENCE
PACIFIC GROVE, CALIFORNIA

JC 750 352

A Perspective for the Future:
Community Colleges for the 1980's

By: Dr. Leslie Koltai
Chancellor
Los Angeles Community
College District

It is a pleasure to help open this conference on research and development. The Asilomar Conference Grounds are tremendously beautiful...serene...even tranquil. They draw a sharp contrast to the issues presently confronting the world of higher education. Issues that are characterized by lack of funds, growing government control and uncertain projections. Perhaps we have good reason for these feelings of uncertainty. On April 15th, the Carnegie Foundation issued a commentary regarding what we may expect in our near future. Briefly, the report, More Than Survival, suggested that despite the hardships that must be overcome, colleges and universities can extend access to all who want it...and can maintain their capacity for research with even somewhat less than the percentage of the Gross National Product currently being spent on higher education.

Quite frankly, that's a tall order. It is, however, possible...but more than that...it is necessary. To attain this goal, it will be required that certain public policies be changed on the Federal, State and local levels of government.

UNFORTUNATELY, PUBLIC POLICY CAN BE SLOW TO CHANGE. I, THEREFORE, SUBMIT TO YOU THAT IT IS NECESSARY THAT WE BEGIN TO DISCUSS CHANGES THAT CAN BE MADE IN OUR OWN INSTITUTIONS NOW! SUCH CHANGES WOULD INCLUDE:

*ANALYSIS AND STRATEGIC PLANNING TO ATTAIN FLEXIBILITY IN OPERATIONS AND PROGRAM OFFERINGS;

*MORE SOPHISTICATED COST-CUTTING MEASURES THROUGH FISCAL MANAGEMENT;

*A MEASURE OF INSTITUTIONAL SPECIALIZATION; AND

*NEW METHODS OF OPERATING IN AN INCREASINGLY COMPETITIVE EDUCATIONAL MARKET PLACE.

ALVIN TOFFLER IN HIS LATEST BOOK, THE ECO-SPASM REPORT, TALKS ABOUT THE NEED OF PLANNING OF A NEW KIND. HE SAYS, "CERTAINLY, IT'S TIME WE RECOGNIZED THAT WE CAN'T CONTINUE TO LIVE FROM CRISIS TO CRISIS. THE TIME HAS COME TO DISCARD OUR IRRATIONAL FEARS, BUT NOT OUR RATIONAL FEARS."

THE NEW PLANNING TOFFLER SUGGESTS IS ANTICIPATORY DEMOCRACY--DECENTRALIZED, DEMOCRATIZED ATTENTION TO THE FUTURE, A CHANGE FROM THE TRADITIONAL GOVERNMENT PLANNING OF THE PRESENT.

OF COURSE, WE ARE INTERESTED IN PLANNING FOR THE FUTURE THROUGH THE RIGHT PROCESS. IF IT TAKES "ANTICIPATORY DEMOCRACY" TO INVOLVE THE COLLEGE COMMUNITY AND THE TAXPAYERS TO CREATE GOOD PLANS...SO BE IT, BUT WE HAVE TO GET ON WITH THE JOB.

AS RESEARCH WORKERS YOU HAVE TO CONSIDER THE FACT THAT WITHOUT A COMPREHENSIVE PLANNING SYSTEM TYING TOGETHER ACADEMIC,

FISCAL, AND FACILITY RESOURCES--WE HAVE NOTHING ELSE BUT A CRYSTAL BALL--WHICH IS BEING USED BY OTHER SEGMENTS OF HIGHER EDUCATION ALREADY. SINCE WE HAVE A DISTINGUISHED PANEL--JUST FOR THE SAKE OF DISCUSSION, I PROPOSE THAT THE COMMUNITY COLLEGES WILL REQUIRE SERIOUS PLANNING EFFORTS AND ADDITIONAL FUNDING FOR AN INTELLIGENT PROCESS.

IF WE ARE NOT GOING TO STRENGTHEN LOCAL "ANTICIPATORY DEMOCRACY" IN TERMS OF A PLANNING PROCESS...THEN WE WILL SEE INCREASED STATE LEVEL PLANNING FLOURISH AT THE EXPENSE OF LOCAL FINANCIAL AND MORAL SUPPORT.

IN THE PLANNING PROCESS, INSTITUTIONAL RESEARCH IS THE FIRST LINE OF ATTACK. IN MY OPINION, RESEARCH AND ANALYSIS MUST BECOME AN ESSENTIAL PART OF ACADEMIC AND MANAGEMENT DECISION PROCESSES.

IN ADDITION TO THE TRADITIONAL STUDENT ORIENTED RESEARCH, A NEW KIND OF INQUITY SHOULD SURFACE. I THINK THE RESEARCH FUNCTION IN THE COMMUNITY COLLEGE SHOULD BE BROADENED. THE COMPREHENSIVE RESEARCH FUNCTION INCLUDING DEVELOPMENT OF NEEDS, RECOMMENDING PLANS FOR ACTION, AND ANALYZING RESULTS...IS HERE TO STAY. WE MUST ALSO DEVELOP ALTERNATIVES--FIND ANSWERS TO QUESTIONS SUCH AS "WHAT HAPPENS IF...?"

IN SUMMARY, YOU HAVE THE TASK OF EXPLORING THE FUTURE AND DEVELOPING A BLUEPRINT FOR THE 80'S WHERE THE AMERICAN COMMUNITY COLLEGE WILL EDUCATE MORE THAN 40% OF ALL WHO ENTER THE GATES OF HIGHER EDUCATION.

LADIES AND GENTLEMEN, THE SCENE OF HIGHER EDUCATION IS CHANGING AT A FANTASTIC PACE. THE NUMBER OF STUDENTS WE WILL TEACH...THE KINDS OF STUDENTS WE WILL ADMIT...THE BREADTH OF OFFERINGS WE WILL OFFER...THE PLACES IN WHICH INSTRUCTION WILL TAKE PLACE...EACH OF THESE VITAL ELEMENTS IN THE EDUCATIONAL STRUCTURE IS CHANGING. IN THE BERKELEY SURVEY, A SUBSTANTIAL PERCENT OF TOP EDUCATIONAL ADMINISTRATORS REPORTED THAT THEY EXPECT THEIR INSTITUTIONS TO UNDERGO RADICAL CHANGE--SUCH AS MERGER, CONSOLIDATION OR CLOSURE--<u>WITHIN THE NEXT FIVE YEARS</u>.

I MIGHT ALSO SAY THAT MY PURPOSE IS NOT TO RUSH ABOUT SAYING THE POSTSECONDARY SKY IS FALLING. ON THE CONTRARY, INDICATORS AND PROJECTIONS POINT TO THE GROWING IMPORTANCE OF THE COMMUNITY COLLEGE. THIS GROWING IMPORTANCE COULD TAKE THE FORM OF INCREASED ENROLLMENT AND A MORE DIVERSIFIED STUDENT PUBLIC. YOU WILL NOTE THAT I USED THE CONDITIONAL FORM OF THE VERB...<u>COULD</u>. IT IS CONDITIONAL BECAUSE IT DEPENDS ON HOW RESPONSIVE WE ARE TO FUTURE NEEDS OF OUR EDUCATIONAL CONSTITUENCIES. SUCH RESPONSIVENESS IS, IN TURN, DEPENDENT ON OUR COLLECTION OF DATA...OUR ABILITY TO ANALYZE THAT DATA...AND OUR WILLINGNESS TO APPLY THE ANALYSIS TO OUR EDUCATIONAL MANAGEMENT CHALLENGES.

WE HAVE EVERY REASON TO BELIEVE THAT THE COMMUNITY COLLEGE CAN AND WILL BEAR AN INCREASINGLY IMPORTANT PART OF THIS NATION'S EDUCATIONAL BURDEN...AND YET, THE NATURE OF THAT BURDEN LACKS CLARITY AND DEFINITION. ONE THING IS FOR CERTAIN: IF WE ARE

TO EFFECTIVELY CARRY INCREASED RESPONSIBILITIES WITH LIMITED FISCAL RESOURCES...THEN WE MUST LEARN NEW APPROACHES TO VIEWING THE COMMUNITIES THAT WE SERVE. IN THE SIXTIES, BASICALLY WE SERVED THE SAME KIND OF STUDENTS THAT WE SERVED IN THE FIFTIES ...EXCEPT THAT THERE WERE MANY MORE OF THEM. WE HAD TO ADJUST IN TERMS OF SIZE AND VOLUME. IN THE EARLY SEVENTIES, WE BEGAN TO RECOGNIZE NEW TYPES OF STUDENTS ENTERING OUR INSTITUTIONS. WE HAD TO MODIFY INDIVIDUAL PROGRAMS. NOW, IN THE MIDDLE OF THE SEVENTIES, WE ARE BEING CONFRONTED WITH SOME VERY BASIC CONCEPTUAL CHANGES. LET ME GIVE YOU A FEW EXAMPLES OF THE CHANGES I FORESEE IN THE COMMUNITY COLLEGE EDUCATIONAL PROCESS:

1. <u>EDUCATION WILL BE VALUED AS AN EXPERIENCE, NOT ONLY AS PREPARATION</u>. FOR THE PAST HUNDRED YEARS OR SO, OUR EDUCATIONAL SYSTEM HAS BEEN DESIGNED TO PREPARE YOUNG PEOPLE FOR WORK. IT HAS BEEN A MEANS TO AN END: THAT OF TRAINING THE NEXT GENERATION TO BECOME USEFUL MEMBERS OF SOCIETY. IN THE FUTURE, LEARNING WILL NOT SERVE AS ONLY PREPARATION...IT SHOULD BE DESIGNED TO BE A RICHLY REWARDING HUMAN EXPERIENCE IN AND OF ITSELF.

2. <u>EDUCATION WILL BE LIFELONG</u>. WE MUST STOP THINKING ABOUT THE COLLEGE STUDENT AS BEING EIGHTEEN TO TWENTY-FOUR YEARS OF AGE. EDUCATION SHOULD BE SUCH AN INTEGRAL PART OF LIFE THAT ONE WILL NOT KNOW WHEN IT HAS BEGUN AND WHEN IT HAS ENDED...FOR, IN FACT, IT WILL NOT END. PEOPLE WILL INCREASINGLY

DEMAND THE RIGHT TO STUDY BECAUSE IT WILL BE A SOURCE OF GREAT SATISFACTION. INSOFAR AS TECHNOLOGY WILL CONSTANTLY REQUIRE NEW SKILLS, WE CAN SEE THAT EDUCATIONAL NEEDS WILL BE GREAT AT ALL AGES.

3. EDUCATION WILL INCLUDE NON-COGNITIVE DIMENSIONS. OUR PRESENT EDUCATIONAL SYSTEM IS FOCUSED ALMOST ENTIRELY ON COGNITIVE LEARNING...ON THE ABILITY TO STORE AND GIVE FORTH FACTS. IN THE FUTURE, COMMUNITY COLLEGE EDUCATION SHOULD BE DIRECTED TOWARD OTHER DIMENSIONS OF HUMANNESS AS WELL. BEFORE LONG IT WILL BE OBVIOUS TO ALL OF US THAT PEOPLE NEED TO DEVELOP COMPETENCE IN FAMILY ROLES...IN INTER-PERSONAL RELATIONS...AND THAT THEIR EDUCATIONAL EXPERIENCE SHOULD BE DESIGNED TO HELP THEM DO SO. ALSO, PEOPLE MUST BECOME BETTER ACQUAINTED WITH THEIR FEELINGS AND EMOTIONS...THE AFFECTIVE SIDE OF LIFE.

4. THE COLLEGE INSTRUCTOR WILL FILL A NEW ROLE. REORGANIZING THE SYTEM OF SCHOOL GOVERNANCE WILL GREATLY CHANGE THE ROLE OF THE TEACHER. TEACHERS AND STUDENTS WILL BE PARTNERS IN THE LEARNING ENTERPRISE, ABANDONING THE "WE-THEY" CONCEPT OF EDUCATION. WHILE THE MORE MATURE WILL NO DOUBT GUIDE THE LESS MATURE, THE GULF BETWEEN INSTRUCTORS AND STUDENTS WILL BE BRIDGED AND STUDENTS AND FACULTY WILL DISCUSS AND EXPLORE THEIR SUBJECT MATTER IN A VARIETY OF INFORMAL SETTINGS.

5. EDUCATION WILL NOT BE RESTRICTED TO CLASSROOMS AND COURSES. WE ARE APPROACHING AN AGE IN WHICH THE TOTAL ENVIRONMENT WILL BE USED AS A RESOURCE FOR LEARNING. REAL LEARNING,

TODAY, TAKES PLACE LARGELY OUTSIDE THE CLASSROOM. IN THE FUTURE, ALL THE RESOURCES OF THE COMMUNITY WILL BE USED FOR EXPERIMENTAL LEARNING. FREED OF THE LOCKSTEP OF CLASSROOM LEARNING, STUDENTS OF ALL AGES WILL USE THEIR WORLD AS A SPRINGBOARD FOR QUEST AND DISCOVERY.

EDUCATION IN THE FUTURE SHOULD DIFFER GREATLY FROM EDUCATION AS WE PRACTICE IT TODAY: IN DURATION, METHODS, LOCATIONS, CONCEPTS AND GOALS. WE SHOULD BEGIN NOW TO INITIATE THE CHANGES THAT ARE NEEDED IF WE ARE TO CREATE AN EDUCATIONAL SYSTEM THAT WILL BE RELEVANT AND CHALLENGING.

AS WE GO ABOUT MAKING THESE CHANGES, IT WOULD BE WISE TO PUT THEM IN THE PROPER PROSPECTIVE. AS RESEARCH WORKERS, YOU ARE IN THE FOREFRONT OF THE KIND OF DIRECTED CHANGES I AM TALKING ABOUT. WE MUST BE CAREFUL AS WE VIEW ENROLLMENT STATISTICS...FOR THERE IS A TENDENCY TO MAKE THIS A CRITERIA OF SUCCESS. IN A TIME OF DECREASING TRADITIONAL STUDENT PUBLICS, WE MUST TURN OUR ATTENTION TO OTHER STANDARDS OF EXCELLENCE.

(CHART #1) IT MAY NOT BE EXACTLY REQUIRED FOR AN INSTITUTION IN THE UNITED STATES TO BE INTENT ON GROWTH...BUT IT CERTAINLY HAS BEEN CHARACTERISTIC. WE NOW STAND, VIEWED VERY BROADLY, IN A FIFTH PHASE OF DEVELOPMENT IN RELATION TO GROWTH. AS YOU CAN SEE FROM THE CHART, OUR GROWTH BEGAN VERY SLOWLY...THERE WAS AN ACCELERATION...RAPID GROWTH...AND THEN A FAST ACCELERATION OF GROWTH AGAIN. WE ARE NOW IN THE PROCESS OF "COOLING DOWN." THE TRADITIONAL PUBLICS THAT ONCE CLAMORED FOR ENTRANCE HAVE BEGUN TO CHANGE.

(Chart #2) This chart indicates the projected <u>decrease</u> in the average annual growth rate of enrollments. After more than doubling in the 1960's, enrollment growth is slowing down and is likely to reach a zero growth rate within a decade.

(Chart #3) This chart shows the pattern of growth in undergraduate degree-credit enrollments during the last hundred years. Consider the following: more and more people in the United States have received more and more education. Opportunities for higher education, once available mainly to a narrowly based group of young persons, were opened to a wider segment of the population by the land-grant college movement after the civil war. A central theme of this populist movement was that through education, persons in modest vocations could have higher status and greater productive ability. This philosophy, though not the only factor behind the rapid rise in enrollment, was a major one. In 1870, 52,000 undergraduate students were enrolled in the nation's colleges. Within a decade, enrollment doubled and after another 50 years, by 1930, it had passed the one million mark.

(Chart #4) The percent of increase in the <u>percent of the Gross National Product spent on higher education</u> is illustrated here. The percentage of the GNP spent on higher education (not including capital construction and certain other funds) doubled

FROM 1960 TO 1972--FROM 1.1 TO 2.2 PERCENT. HOWEVER, IN 1975, THE AMOUNT FELL TO 2.1 PERCENT. THE TENDENCY DESCRIBED BY THE CARNEGIE FOUNDATION IS BEGINNING TO TAKE SHAPE.

(CHART #5) THE AVERAGE ANNUAL GROWTH RATE FOR FEDERAL RESEARCH FUNDS IS DEPICTED HERE. IT IS INTERESTING TO NOTE THAT WHILE FEDERAL RESEARCH FUNDS THAT ROSE AT 8 PERCENT A YEAR IN THE 1960'S...AND UP TO 15 PERCENT IN CERTAIN SPECIFIC YEARS...NOW ARE STATIC IN AMOUNT OF CONSTANT DOLLARS.

(CHART #6) IN TERMS OF THE EXPANSION OF STAFF AND FACULTY, THIS CHART INDICATES A RADICAL REDUCTION IN THE AVERAGE ANNUAL DEMAND FOR ADDITIONAL FACULTY. INDEED, THE DEMAND FOR ADDITIONAL FACULTY MEMBERS FOLLOWS THE TREND. IT ROSE AT ABOUT 27,500 PER YEAR IN THE LATE 1960'S AND EARLY 1970'S. IT IS EXPECTED THAT IT WILL APPROACH ZERO IN THE 1980'S. IT SHOULD ALSO BE NOTED THAT SINCE THE CALIFORNIA EDUCATION CODE REQUIRES THAT 50% OF THE INSTITUTION'S BUDGET BE SPENT ON FACULTY SALARIES...THIS MAY HAVE A DEFINITE IMPACT ON OTHER EXPENDITURES AS WELL.

(CHART #7) THE AVERAGE ANNUAL GROWTH RATE FOR FEDERAL OUTLAYS IN THE AREA OF CONSTRUCTION DEMONSTRATE A VERY GRAPHIC DECREASE IN THIS CHART. FEDERAL OUTLAYS FOR CONSTRUCTION HAVE BEEN CUT BY 90 PERCENT AND CONSTRUCTION FUNDS FROM STATE AND PRIVATE SOURCES HAVE ALSO DECREASED SUBSTANTIALLY.

(CHART #8) IN 1973, THE MOST RECENT YEAR FOR WHICH COMPLETE DATA ARE AVAILABLE, A TOTAL OF 7.1 MILLION STUDENTS WERE ENROLLED IN INSTITUTIONS OF HIGHER EDUCATION. THIS FIGURE IS DISTRIBUTED AMONG THE SIX GROUPS OF INSTITUTIONS IN THE PERCENTAGES REPRESENTED ON THIS CHART. CONSIDERING THE RELATIVE NEWNESS OF THE COMMUNITY COLLEGE...IT IS IMPORTANT THAT WE NOTE THAT ENROLLMENT IN THIS CATEGORY REPRESENTS ALMOST ONE-FOURTH OF THE TOTAL FIGURE. IT BECOMES EVEN MORE INTERESTING AS WE REVIEW PROJECTED GROWTH.

(CHART #9) THIS CHART REPRESENTS THE ESTIMATED EFFECTS OF THREE EXTERNAL FACTORS ON THE SHARE OF ENROLLMENTS. THOSE CATEGORIES ARE FEWER 18 TO 21 YEAR OLDS; DECLINING MARKET FOR TEACHERS; MORE PART-TIME STUDENTS OF ALL AGES; AND THE TOTAL CONSEQUENCES ON ENROLLMENT. YOU WILL NOTE THAT THE ONLY INSTITUTION THAT SHOWS A LARGER PROPORTION OF THE ENROLLMENT IS THE COMMUNITY COLLEGE!

(CHART #10) THIS TABLE DEPICTS THE GENERAL CAPACITY OF AN INSTITUTION TO MAKE SELECTIVE ADJUSTMENTS TO NEW CONDITIONS IN HIGHER EDUCATION AND TO RESPOND TO COMPETITIVE PRESSURES. IT INDICATES THAT TWO CATEGORIES OF INSTITUTIONS--UNIVERSITIES AND PUBLIC COMMUNITY COLLEGES--ARE LIKELY TO HAVE A BETTER THAN AVERAGE CAPACITY FOR SELECTIVE ADJUSTMENTS AND FOR RESPONSIVENESS TO COMPETITION. I WOULD STRESS AT THIS POINT THAT WE HAVE THE ABILITY...THE CAPACITY...BUT SUCH ABILITY IS ONLY VALUABLE IF IT IS RECOGNIZED AND UTILIZED! IT SHOULD BE NOTED THAT OF THE

56% HIGHLIGHTED ON THIS CHART...OVER 40% OF THE TOTAL POST-SECONDARY EDUCATIONAL MARKET WILL BE IN THE COMMUNITY COLLEGE.

WHAT ARE THESE POSSIBLE SELECTIVE ADJUSTMENTS?

1. KENNETH BOULDINY OF NEW YORK STATE UNIVERSITY CONCLUDED THAT LARGER ORGANIZATIONS SEEM TO ENJOY MORE BUDGETARY FLEXIBILITY, MORE ROOM TO MANEUVER. SO, IN HIS OPINION, SIZE IS AN IMPORTANT FACTOR.

2. URBAN LOCATION. THE NEWLY ENLARGED DEMAND FOR PART-TIME STUDY IS PRIMARILY AN URBAN PHENOMENON. COMMUNITY COLLEGES BENEFIT FROM THE OPERATION OF THIS FACTOR, SINCE MORE OF THEM ARE IN URBAN LOCATIONS.

3. COMPETITIVE STATUS. NO ONE IS SHIELDED FROM COMPETITION, BUT COMMUNITY COLLEGES ARE LESS LIKELY TO SUFFER FROM COMPETITIVE PRESSURES.

4. REPUTATION. UNIVERSITIES.

5. AGE. TRADITION CAN BE A BARRIER TO PROMPT RESPONSE.

6. DECISIONS OF THE 60'S. TOO MUCH GRADUATE WORK--COMMUNITY COLLEGES ARE THE LEAST BURDENED.

7. GRADUATE ENROLLMENT. UNIVERSITIES ARE VULNERABLE.

8. HEALTH PROFESSIONS. GOOD (SHORTAGES DECREASE). COMMUNITY COLLEGES ARE DOING WELL!

9. FINANCIAL CONDITIONS. PUBLIC COLLEGES ARE PROBABLY BEST ABLE TO FIND RESOURCES NEEDED TO MAKE SELECTIVE JUDGMENT.

10. MANAGEMENT TOWARD REALITY. COMMUNITY COLLEGES NOT ONLY HAVE GROWTH PROSPECTS BUT A SENSE OF REALISM AND SENSITIVITY TO EXTERNAL CHANGES.

AS WE REVIEW THESE PROJECTIONS REGARDING THE SHIFT OF ENROLLMENTS...WE MUST ALSO REALIZE THAT THERE ARE EXTRAORDINARY UNCERTAINTIES RELATING TO THE FUTURE OF HIGHER EDUCATION:

1. FOREMOST AMONG THESE IS THE STATE OF THE ECONOMY. AT THE PRESENT TIME, IT IS EVEN MORE DIFFICULT THAN USUAL TO FORECAST THE BEHAVIOR OF THE AMERICAN ECONOMY. THIS IS NOT EXACTLY NEWS TO ANYONE IN THIS ROOM...HOWEVER, I WOULD BE REMISS IF I DIDN'T INDICATE ITS POSSIBLE IMPACT ON ANY EXPECTED GROWTH.

2. POSSIBLE CHANGES IN THE HIGH SCHOOL GRADUATION RATE WOULD HAVE IMMEDIATE CONSEQUENCES FOR COMMUNITY COLLEGE ENROLLMENT RATES. ALTHOUGH NO SHARP CHANGES HAVE BEEN PREDICTED...SUCH CHANGES HAVE OCCURRED IN THE PAST WITHOUT PREDICTABLE NOTICE.

3. THE SAME UNCERTAINTY APPLIES TO THE BIRTHRATE. AN INCREASE...WHICH IS NOT NOW PREDICTED...WOULD, WITHIN FIVE YEARS, HAVE AN EFFECT ON DEMAND FOR TEACHERS...AND EVEN BEFORE THAT MIGHT HAVE A POSITIVE EFFECT ON ENROLLMENT RATES FOR THOSE WISHING TO BECOME TEACHERS.

4. VETERANS' BENEFITS NOW BEING PAID UNDER THE GI BILL WILL BEGIN TO DECLINE SHORTLY. THE EXTENT OF THE DECLINE IS NOT EASY TO PREDICT...HOWEVER, IT SEEMS LIKELY THAT FUNDS NO LONGER EXPENDED ON VETERANS' BENEFITS SHOULD BE USED FOR GENERAL STUDENT AID.

5. THE MAJOR UNCERTAINTY, HOWEVER, IS PUBLIC POLICY. JUST AS THE GI BILL TRANSFORMED HIGHER EDUCATION AFTER WORLD WAR II, PUBLIC POLICY COULD ONCE AGAIN ALTER THE COURSE OF ENROLLMENTS.

THE EFFECTS FOR HIGHER EDUCATION OF POSSIBLE CHANGES IN PUBLIC POLICY TOWARD STUDENT AID, INSTITUTIONAL AID, GRADUATE EDUCATION, AND RESEARCH ARE PROBABLY MORE IMPORTANT THAN ALL THE OTHER UNCERTAINTIES COMBINED.

FROM A STATISTICAL POINT OF VIEW, OUR SITUATION MAY BE SUMMARIZED AS FOLLOWS:

*ENROLLMENT PROJECTIONS DEVELOPED BY THE CARNEGIE COUNCIL ESTIMATE FUTURE TOTAL ENROLLMENTS AS 11.5 MILLION IN 1980 AS COMPARED TO THE PRESENT FIGURE OF 9.7 MILLION.

*IF TRENDS BETWEEN 1963 AND 1973 CONTINUE, IN 1985 ALL INSTITUTIONS EXCEPT PUBLIC COMMUNITY COLLEGES WILL HAVE SMALLER SHARES OF FULL-TIME ENROLLMENT THAN THEY DID IN 1973.

*INSITUTIONS MOST LIKELY TO RETAIN THEIR CURRENT SHARES OF HIGHER EDUCATION ENROLLMENTS WILL BE THE ONES THAT: ATTRACT ALL AGES RATHER THAN ONLY THOSE 18 TO 21; ARE NOT TOO DEPENDENT OF TEACHER EDUCATION; HAVE PUBLIC SUPPORT; ARE OF AN EFFECTIVE SIZE AND REALIZE ECONOMIES OF SCALE; AND ARE IN AN URBAN RATHER THAN RURAL LOCATION.

FROM A PHILOSOPHICAL POINT OF VIEW, OUR SITUATION MAY BE SUMMARIZED AS FOLLOWS: THE CONCEPT OF LIFETIME LEARNING NEEDS TO BE INCORPORATED INTO OUR PLANNING. NEW INSTRUCTIONAL STRATEGIES MUST RELATE TO A DIVERSIFIED STUDENT PUBLIC. THE ENTIRE COMMUNITY MUST BE RECOGNIZED AS A PLACE OF LEARNING. TEACHER-STUDENT RELATIONSHIPS MUST BE MODIFIED. NON-COGNITIVE LEARNING SHOULD BE DEVELOPED TO A GREATER EXTEND IN TERMS OF MEETING HUMAN NEEDS IN THE ON-RUSH OF TECHNOLOGY.

A GROUP OF STUDENTS RECENTLY ASKED DAVID RIESMAN WHAT AN UNDERGRADUATE WHO WANTED TO MAJOR IN ENGLISH SHOULD DO IN PLANNING HIS ACADEMIC PROGRAM. RIESMAN'S ADVICE WAS: "GO AHEAD AND MAJOR IN ENGLISH, BUT DEVELOP A SKILL IN WELDING AT THE SAME TIME." THE STUDENT AT A COMMUNITY COLLEGE IS IN A UNIQUE POSITION TO CARRY OUT THIS ADVICE. THIS IS ONE OF THE GREATEST STRENGTHS OF THE COMMUNITY COLLEGE.

AS ONE OF OUR GREATEST STRENGTHS...WE SHOULD MAKE THE MOST OF IT. I BELIEVE THIS IS POSSIBLE BY IMPLEMENTING THE FOLLOWING TWO RECOMMENDATIONS:

1. COMMUNITY COLLEGE CHIEF EXECUTIVES SHOULD ANALYZE THEIR INSTITUTIONS TO DETERMINE, AS ACCURATELY AS POSSIBLE, THE PRESENT STATUS...AND WHAT FACTORS WILL SHAPE OUR FUTURE COURSE. ANTICIPATORY DEMOCRACY SHOULD ASSIST THE COLLEGE COMMUNITY IN CREATING RECEPTIVE ATTITUDES CONDUCIVE TO CHANGE.

2. EACH COMMUNITY COLLEGE DISTRICT SHOULD DEVELOP AN OVERALL STRATEGY FOR FLEXIBILITY IN THE USE OF FUNDS, ASSIGNMENT OF FACULTY, UTILIZATION OF FACILITIES AND AN EFFECTIVE PROCESS TO MAKE NECESSARY DECISIONS.

MY PURPOSE THIS EVENING HAS BEEN TO PROVIDE A BROAD PERSPECTIVE TO THE PROBLEMS THAT AWAIT EACH OF US IN THE NEAR FUTURE. THE QUESTIONS AND CHALLENGES THAT I HAVE POSED THIS EVENING CANNOT BE DEALT WITH FROM A SPEAKER'S STAND...THEY MUST BE CONFRONTED N OUR INDIVIDUAL INSTITUTIONS. AS THIS CONFERENCE OPENS INTO FULL DISCUSSION, PERHAPS WE CAN SHARE OUR COMMON CONCERNS...AND HOPEFULLY MANY STORIES OF SUCCESS. THANK YOU AND GOOD EVENING.

CHART #1

RATE OF DEVELOPMENT

- 1636-1870 ___ Slow Growth
- 1870-1880 ___ Fast Acceleration of Growth
- 1880-1960 ___ Rapid Growth
- 1960-1970 ___ Fast Acceleration of Growth
- 1970-1985 ___ Fast Deceleration of Growth
- 1985-2000 ___ Slow Growth or No Growth

CHART #2

Average Annual Growth

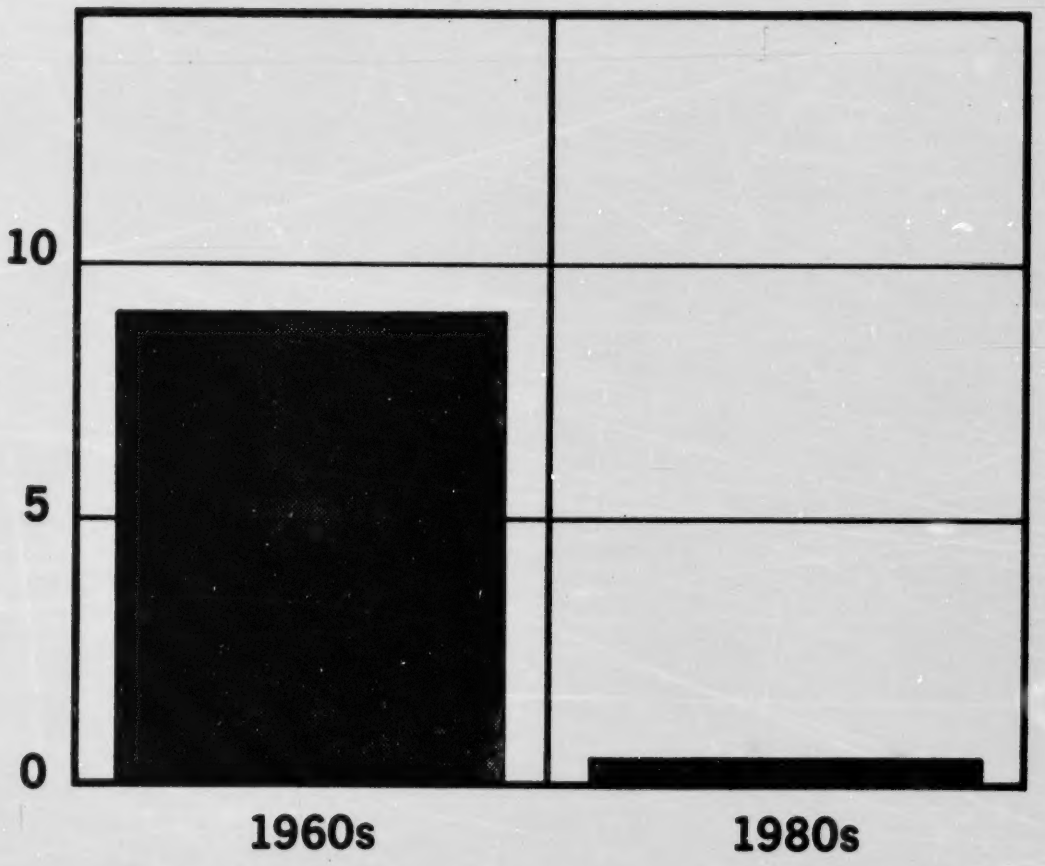

CHART #3

Undergraduate Enrollment

	% Age 18-21
1880	2.7
1900	3.9
1920	7.9
1940	14.5
1960	33.8
1970	47.6

CHART #4

GNP Spent on Higher Education

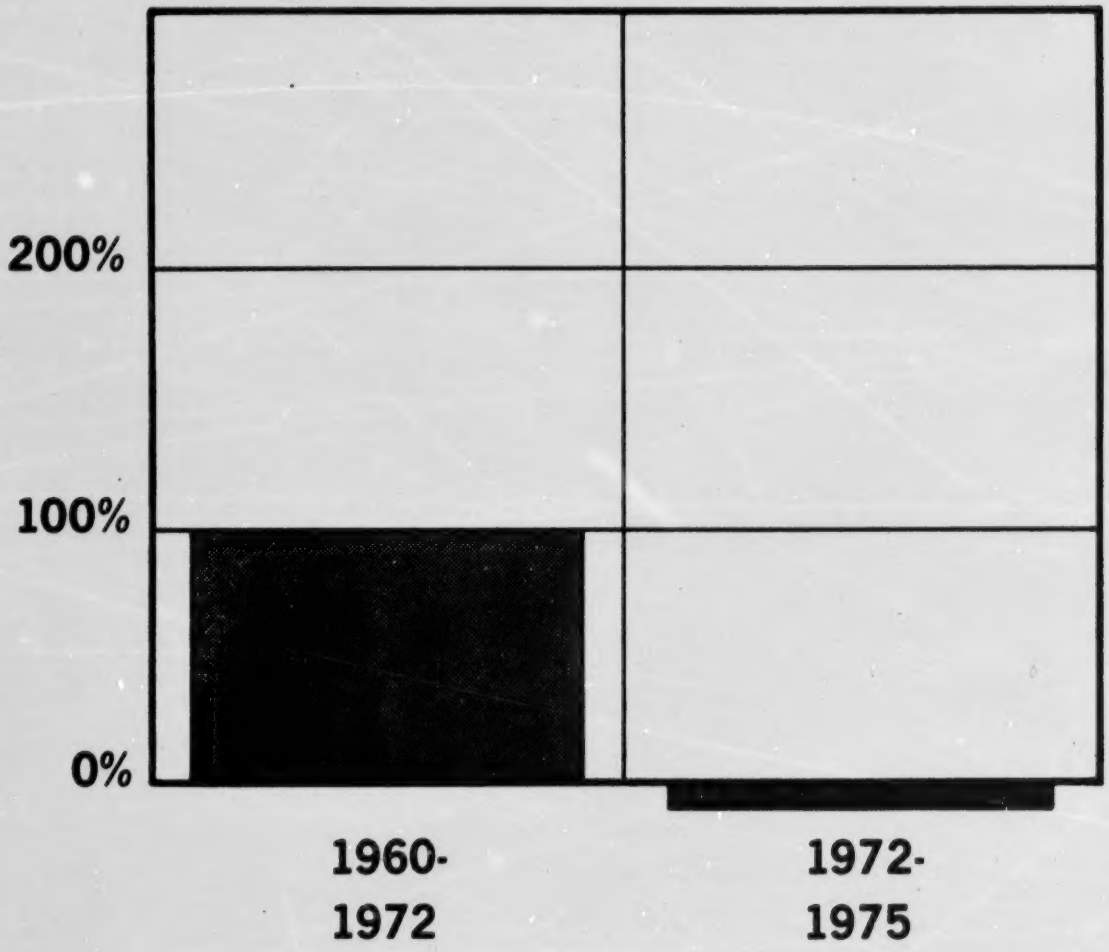

CHART #5

Federal Research Funds

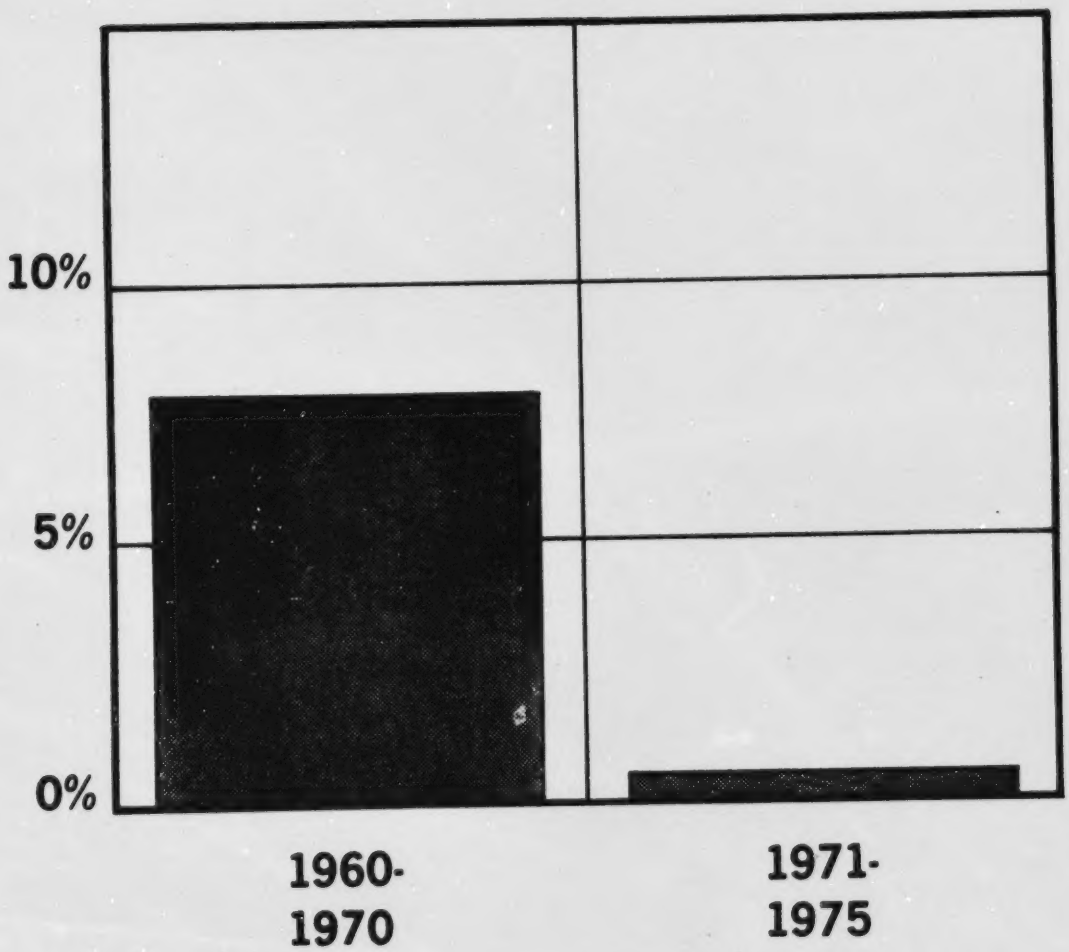

CHART #6

Annual Demand for Additional Faculty

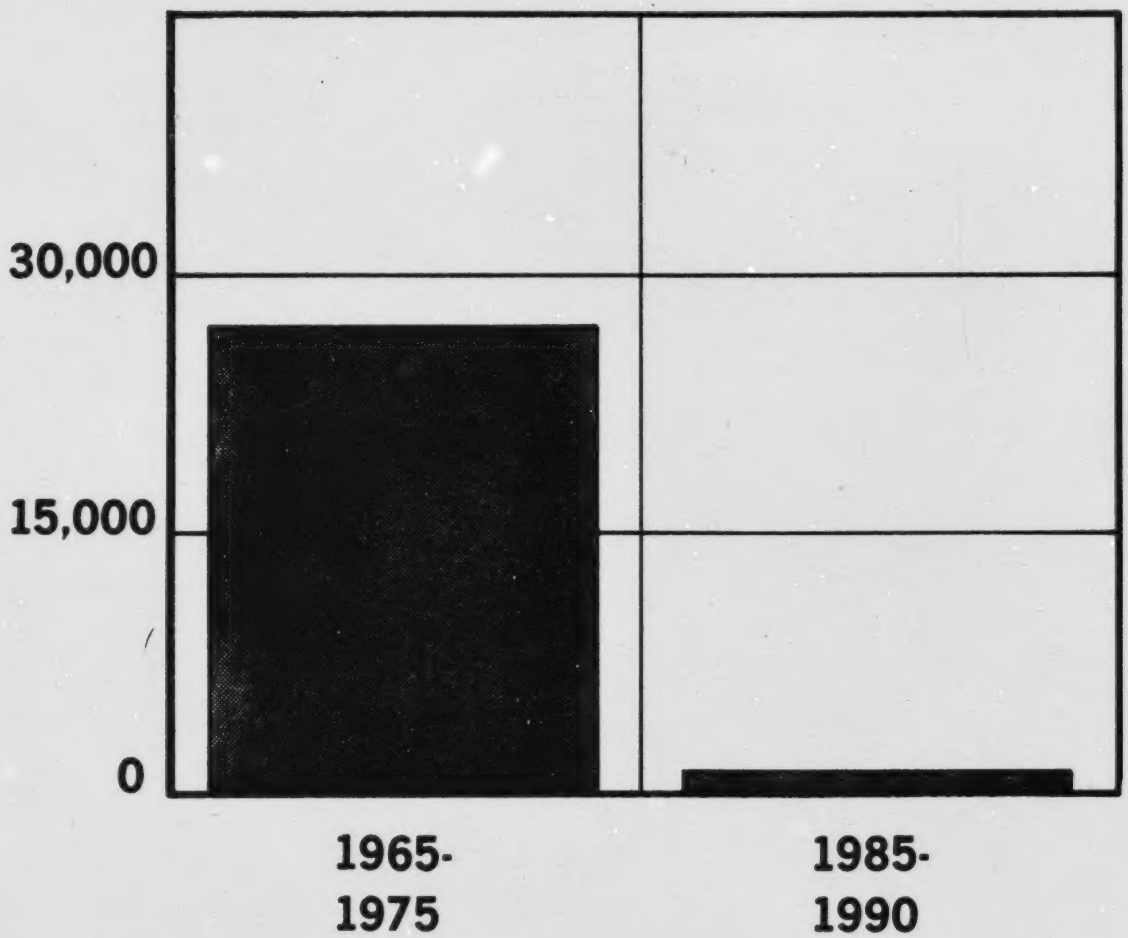

CHART #7

Federal Outlays for Construction

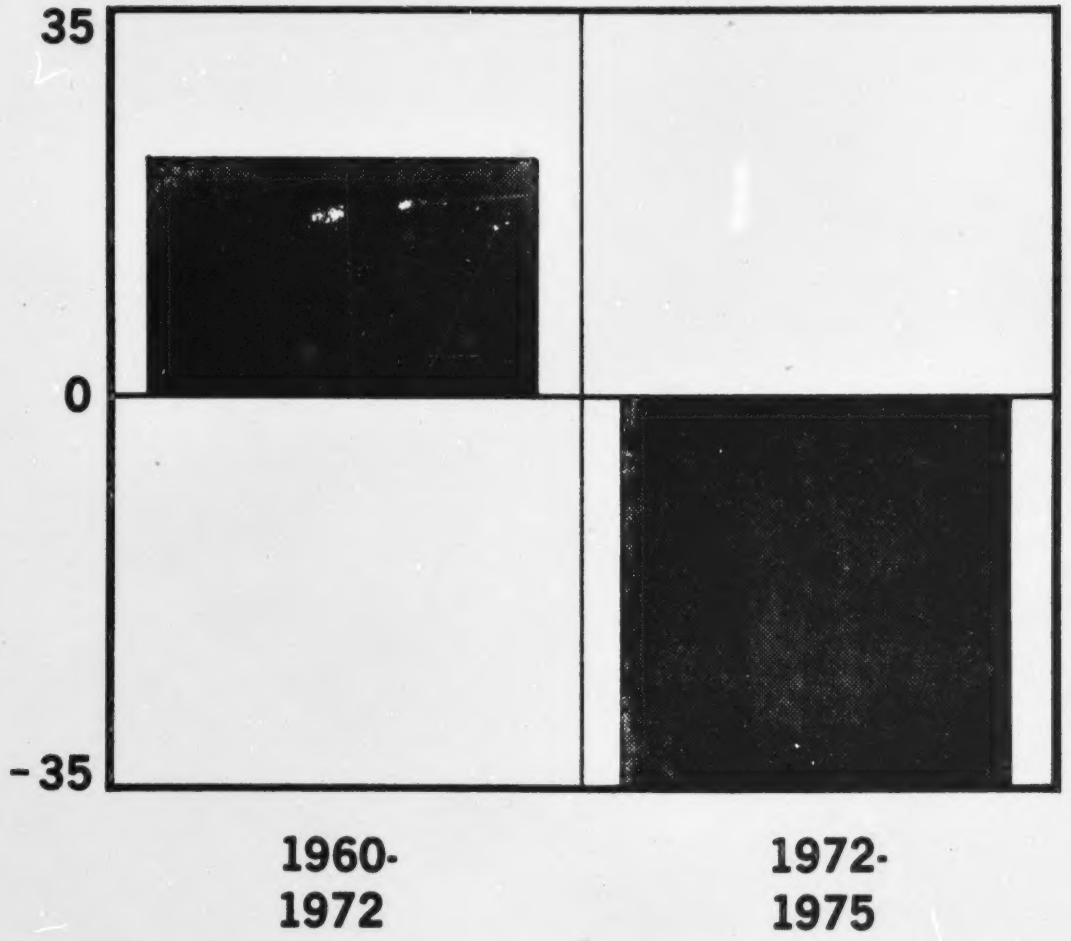

CHART #8

Enrollment Distribution (FTE)

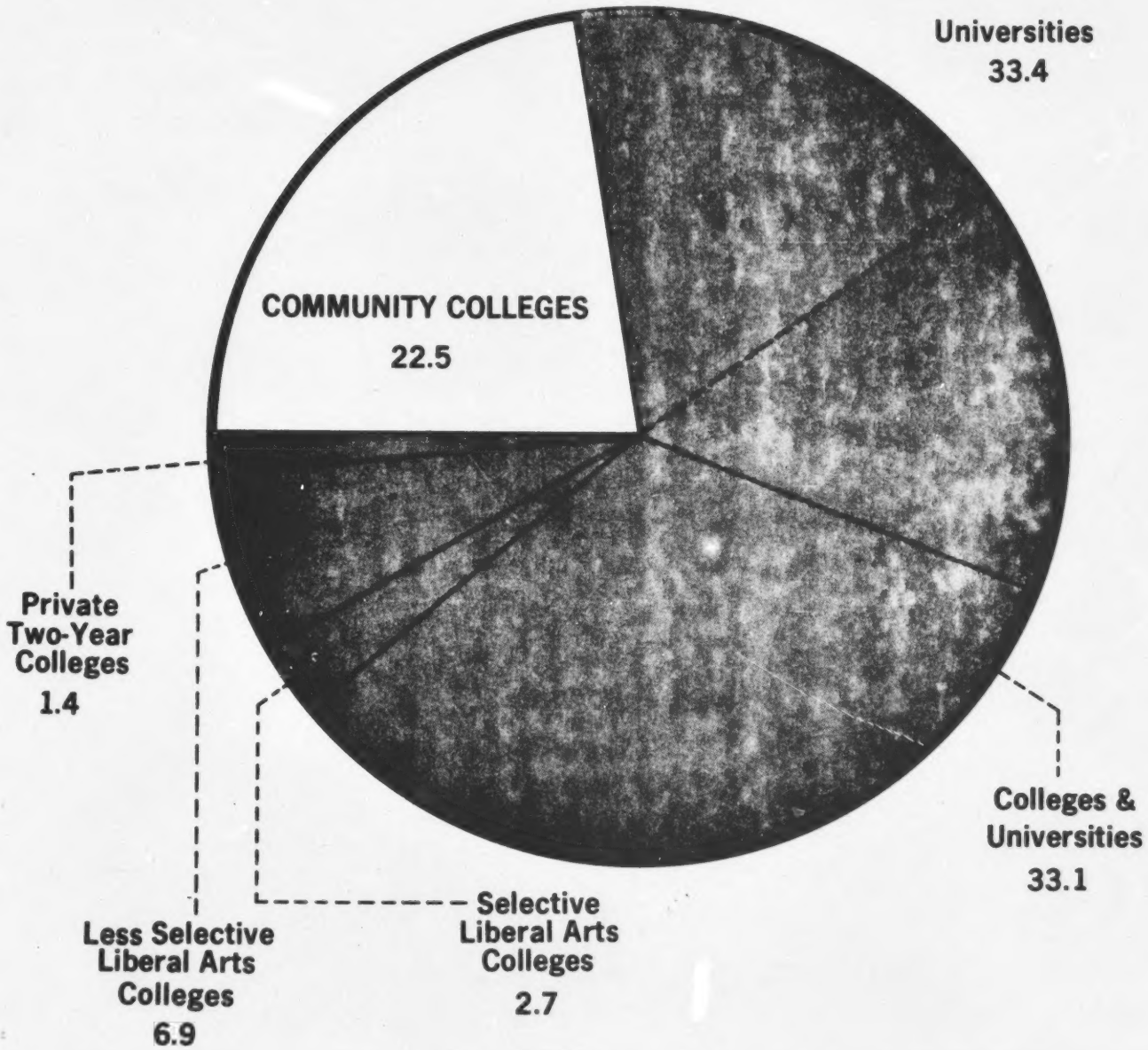

CHART #9

External Factors on Share of Enrollments

	Universities	Comprehensive Colleges & Universities	COMMUNITY COLLEGES
Fewer 18 to 21 year olds	Average	Average	ABOVE AVERAGE
Declining Market for Teachers	Below Average	Below Average	ABOVE AVERAGE
More Part-Time Students	Below Average	Average	ABOVE AVERAGE
Total Enrollment Share in 1985	Smaller	Smaller	LARGER

CHART #10

Ability to Adjust

	Above Average	Average	Below Average
% of Enrollment *	56	20	24
% of all Institutions*	42	16	42
Number of Institutions*	1,006	375	1,000
Private Two-Year Colleges			X
Less Selective Liberal Arts Colleges			X
Selective Liberal Arts Colleges		X	
COMMUNITY COLLEGES	X		
Universities	X		

*1973

UNIVERSITY OF CALIF.
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JUN 27 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION